

Summary of Public Comment to USDB Recommended Statute Changes 080708

1

Key: b=vision impaired/blind d=deaf/hearing impaired db-deafblind u-unidentified i=individual with disability p=parent s=staff (teacher, coordinator, consultant) sr=staff retired or former usdb=utah schools for the deaf and blind bw=baby watch d=director l=lea

Input #	Source	Comment	Action
		Section 1: Definitions page 2	
	Agy/ disab	role	
3	bw	s/d	Delete 4B. professional judgment in iii needs a level of flexibility that research cannot accommodate. Def in 1-4 is sufficient. USDB serves 0-3 children well, don't want less services.
3	d	p	Definition of hearing impairment. Why shouldn't children who can gain from audition (e.g. with cochlear implant) still be eligibility. They are still deaf.
3	db	p	Need to delete 'b'-experts in deaf and blind are not experts in deaf-blind.
3	d	p	IEP team should make decisions about who should be served at USDB or at an lea. Not the law saying if children are deaf and have multiple handicaps they are or aren't eligibility for services.
3	d	p	3-likes having functional hearing loss described.
3	bw	s	Relationship of EI to USDB is different that with bd of ed. Concerned about having 0-3 in this discussion. Eg no LRE in Part C.
1	b	u	4(a)(i)(b) too specific-add neurological 4(b)(iii) need visual loss report.
2 & wr	b	p	Blind def: restrictive of fed law and has potential to be misused by school district. Wait to fail model for progressive vision problems. Broaden who is eligible.
5	db	S	Sec 1 definitions: hi,vi, db. Db should be more consistent with those defs on first page. Bottom of p. 2, b. informed clinic opinion-if db classification, someone with db expertise should be involved. 12. change language "in addition to PIP db may provide" p. 3
5	usdb	s	CC in def of vi, do we include those who have an impending, degenerative, vision impairment. We should be able to. Like retinitis pigmentosa. K some public has suggested that we enhance the wording to include those kids GS I concur—like usher's in db kids is a degenerative condition we deal with.
5	db md	p	Sec 1 2a2 cortical vis impairment, 3c functional hearing loss 4 db, 1b functional blindness, funct hearing loss Def of functional disability—hearing, vision, db. Important that language stay in on functional disability. Good to have state code mirror state sped rules.
6	Usdb. jms	s	Sec 1, def. Deaf. Not able to attend respond or prop localize or appear as a student who has a hearing impairment or is deaf. How do you appear as being deaf? Sec 1. 15. b-c. one thing I wanted to clear up with the adhoc, a student who is eligible by local district has to be referred. We don't always have LEAs refer kids to us for services. Children 0-3 with hearing or vision impairments are excluded and should be referred by EI program. That makes them have more power than us. How will they get services from EI?
6	usdb	s	Sec 1 3.c. inclusion of cortical hearing impairment. This is included because of the relationship with a cortical visual impairment. There is not a corresponding hearing cortex—remove cortical hearing impairment terminology; also remove in 1.4.iiv?
6	usdb	s	Sec 1.need consistency in definitions. The db defs should mirror the others for deaf and blind. Sec 1.12. PIP. Change to Db services may provide.
6	usdb	s	agree on some terms, like cortical hearing impairment need to be changed.
6	usdb	s	Critical things for db students, Sec 1 vi including blindness. Majority of students have low vision and would like to have low vision included in defs. with ranges for low vision. Like dsbvi has. Sec 1.4 iv. Great definition of functional blindness in db. Sec 1.2.i. should be functional blindness. A lot of students fall in functional vision impairment. Should be corrected. And cortical vision should fall under functional blindness.
6	usdb	s	Sec 1.3.c. functional hearing loss. There is no cortical hearing impairment, take out since it doesn't exist. An auditory communication disorder is a learning disability, not a hearing impairment.
6	b	p	2.a.i. concern that definition of blind/visually impaired is pretty restrictive. Contrary to fed law. More restrictive. Misses children that need usdb services. Usdb is going with fed law,

Summary of Public Comment to USDB Recommended Statute Changes 080708

2

			but this says usdb will serve blind according to this definition. My youngest child had not reached 20-200 with a progressive vision loss condition. Now legally blind. Both children fall under this category now. But children need to be served if they have a vision problem that is degenerative.	
6	Usdb.i	S ret d	Defs are critical issue. Determine who usdb can and should serve.	
6	usdb	s	Sec 1.4 db ii. Functional hearing loss, cortical hearing impairment doesn't exist as a dx. B. purposes of defining db, ii. Funct vis or func hearing, should say "and" not "or."	
6	other	p	Sec 1.14.a. speaking etc. would be 504. have a granddaughter who signs but does not speak. How can a student appear to be hearing impaired? Because my granddaughter signs but doesn't speak. But if usdb served them a lot of kids would be asking for service, and it opens up a big can of worms. But I would love to have her there. K clarification Students who are d, b, or db, who need 504, but are not IDEA eligible.	
6	Usdb. b	Sret d. i	Sec 1.14. (504) It says only get considered for services if referred by LEAs or if 0-3 referred by health dept. I think it should say anyone should be able to go to usdb directly. But they would still need an iep or 504 plan in place. Somehow expand to 504 to get served, but that referral can come from anywhere then start iep process for a plan. When a decision is to be made on iep, lea or usdb makes it and parents have no recourse to come back and say can we talk about it.	
wr	db	p	Extremely important to have definition of deafblind include both cortical visual and hearing impairments.	
wr	b	p.i	Sec 1(2) add: "congenital or degenerating eye condition", or "a degenerative condition that is likely to result in a significant loss of vision in the future."	
wr	usdb	s	Sec 1.4a(i) (ii) definition of vision loss and hearing loss should be same for db as for single conditions. Just use functional vision and functional hearing loss, not other list of terms. Should say "informed clinical opinion from someone with expertise in deafness, blindness, "and" deafblindness, not "or."	
7	SkyHi	s	Keep db definition. Broad enough to serve all db children.	
7	SkyHi	s	4b. keep 0-3 in there so these young children are served.	
wr	DLC	s	1.5 How can USDB become a "designated LEA"—atty gen says no. and	
wr	USU	s	Keep in 4b. it has effective and accepted methods to identify db in very young children.	
wr	usdb	s	Take 0-3 out. It entangles parts c and b. use interagency agreement rather than statute.	
wr	usdb	s	Persons evaluating young children for db need to have expertise in db, not just d and/or b.	
wr	usdb	s	1.9. add "Placement in special classes...."	
wr	usdb	s	1.12 replace "combined" with "concomitant"	
wr	usdb	s	1.15.b Suggests only LE can refer. Need to broaden.	
			Section 2: USDB is an Agency	
3	D	p	USDB should be a school not an agency. USDB cannot provide school-wide information on children' progress to see if program is working. USDB services are good.	
3	db	p	It might not serve children who are DB to be with USB.	
1	d	p	State [atty general's office] said USDB cannot be LEA. See also sec 1 (5)	
5	Db md	p	Def of usdb sec 2.1.a a small step in a great direction. Usdb may sue and be sued. With an lea I have a list of dispute resolution procedures to access, but with usdb what recourse do I have? When usdb refuses to be my lea or to cooperate with my lea. Love to see it go further. Define usdb as an lea.	
5	usdb	s	Sec 2. usdb it says usb includes db, but db kids also receive service from usd.	
wr	DLC	s	USDB should be a specialized service provider for students with hearing and visual impairments.	
			Section 3: Governance	
2	d	p	Want USD and USB separate.	
2	d	p	How will USDB be accountable for services they provide. Set standards. Like the Nemeth code, specific standard do we know where children are. Blind/VI should exceed standards of USDB, need specialized service in addition to the core. Calif has standards, why cant we. To see growth we need standards. See also sec 4	
2	d	p	Have separate schools usd and usb. Treat same as public schools. Keep with typical children and teach Braille and large print.	
2	d	p	Have separate usd and usb. That works best.	
2	d	p	Need diff supt for usb and one for usd but no CEO	
2	b	p	Favor splitting schools. Blind need so many other things than deaf people.	

Summary of Public Comment to USDB Recommended Statute Changes 080708

3

2	d	p	Separate schools.	
2	d	p	Don't need another layer o admin. Supts need to know the students they serve.	
2	d	p	Only 13 states have combined schools. Need separate schools. Separate helps with funding. Need to be served by people trained in the vision area.	
2	d	p	Separate schools-don't need more layers.	
2	d	p	Separate schools.	
2	b	p	Separate schools. Deaf always got more than we (vi,b) did—even the ice machine.	
2	d	p	Separate schools.	
2	b	i	All education related to blindness should be under the USSBVI.	
2	b	i	PIP should be combined input of state and local agencies.	
wr	b	i	Separate schools.	
wr	b	i	Blind and deaf schools should still be called public residential schools, not private separate home schools.	
wr	usdb	s	3.1.a Add "and have extensive knowledge of Special Education	
wr	usdb	s	3.1.b. add "said appointee shall obtain an administrative/supervisory license in a timely manner"	
wr	usdb	s	3 add paragraph 6. The Board shall request legislative appropriations sufficient to enable USDB to provide mandated IEP services and other programs and services required by statue or rule.	
			Section 4: Authority of USDB Supt	
3	d	pi	One supt cannot have expertise on deaf and blind. Having two assts may improve this. but will the asst over deaf be fair to all types of programs (like oral, ASL, etc.) or have a strong leaning to support one type over the others. Maybe give principals of each type of program more autonomy to implement the principles behind that program.	
2	d	p	Support one supt be PR, CEO business person. An two dff asst supts over each school. Then principals for oral, ASL, mainstream, etc. Supt-CEO accountable to make sure programs are not run in biased way.	
2	d	p	Can't put philosophies in bill. but now USDB puts all children in oral program first, then if they cannot do it they can go to ASL. The children should go to best program for him right away and not have to fail in one first. need options. Expand USDB to be a residential school as well as a day schools.	
1	u	p	Basic incompetence of administration.	
1	u	p	Davis issue of authority of supt—meets requirements but is incompetent. What redress do parents have. Impeachment process?	
wr		p	Need USDB accountability.	
wr	d	p	My child gets great services from USDB.	
5	usdb	s	Section 2 (and 4, 3). Likes keeping one school with CEO and 2 assts. It is curious to me as a usdb employee for 25 years. Admin structure was changed about 25 years ago to having usd and usb together. Comment: to broader credentialing of admin, in teachers negotiated agreement, that those who do not come with the appropriate license or endorsements must get those within 3 years or they are to be let go. We need something similar with our administrators—program directors, and other admin roles. They come with some of the skills, but in order to oversee budge, supervisory capacity, they ought to have administrative credential, or equivalent skill set. And have a reasonable period of time for admin to get required licenses. Many capable people he has worked with but they had no admin credential. They would have done better with those skills from the admin credential. K? should that be in statute or admin board rule. Maybe in admin rule.	
5	usdb	s	VH former LEA business administrator, member of Institutional Council for usdb. Support what is in here for admin structure. Poor policy to write policy around individual circumstances. They need content expertise. Fill all qualifications measures? Is three years too quick to ask for them to get all those. Some skills don't come that quickly. Could they demonstrate substantial progress? And not throw away a person's work if they only have a little more to do. This admin structure is what needs to be there for usdb. Two separate parts need to be there to stay alive in our state. Trend in school (usdb) is we have about twice as many kids with multiple handicaps as the national trend [this is not accurate]	
5	usdb	s	3 years is really plenty of time we don't want to keep someone who is making no effort to get the skills they need. But I can also see that if they have been working hard.	

Summary of Public Comment to USDB Recommended Statute Changes 080708

4

5	usdb	s	Sec 4. likes change to authority of supt. 2 supt, 2 asst.	
5	usdb	s	4.b.i discusses person with expertise with def, blindness, could help db. We need a person with expertise in db.	
6	usdb	s	Restructuring of usdb, I concur with the proposal for a supt and 2 assts.	
wr	b	i	Keep good strong supt with knowledge of d and b issues.	
wr	b	p.i	Separate schools. 2 equal supts.	
wr	d	p	Need better leadership, accountability for students' progress, better facilities,	
7	lea	s	Support that Supt needs to have admin credential. In the past USDB has not required admin to have admin licensure and there has been conflict and confusion in the role of administrators at YSDB.	
7	b	p	USDB is authorized to establish process for teaching core curriculum and adaptations for USDB students. Who are USDB students? What if children are served in LEA with USDB outreach?	
wr	usdb	s	Add that compensation shall be commensurate with that of employees filling position in school districts or state agencies that have comparable job responsibilities.	
			Section 5: Advisory Council	
1	d	u	1(c) broaden as school for deaf Move # 8 to #1.	
1	d	p	Only 1 rep/C isn't enough. Need at least one parent of db child.	
1	d	p	Is the membership 5 or 11? 5 is not a big enough council.	
1	d	i	Advisory council should be able to make recommendations on employment of supt.	
1	d	p	Should statute say some kind of parent organization is needed?	
2	b	p	Parents need to be educated. Some way to communicate with patents. We don't feel free to voice our opinions because we don't want teacher to feel attacked.	
6	usdb	s	Sec 5. 1.b. change second part that it must be a person who is deafblind, or a parent of a db child, but not someone with knowledge of deafblind..	
wr	usdb	s	Need at least one parent of a child who is deafblind.	
			Section 6: Eligibility of Students page 7	
3	d	pi	3. board shall establish rules—is that advisory council board or USDB board.	KW-bd of ed.
3	d	pi	1redefines eligibility that has already been defined in a section before this. end it at the deaf, blind, or deaf-blind. Delete rest of sentence that says 'as defined by board admin rules'	
3	d	p	Where it said all deaf children can have services. [I think she wants it to say that.]	
3	d	p	Services needed are individual decision.	
2	Usdb. b	Sreted. i	Give services to all kid who have VI, not restrict to IDEA. All VI benefit from methodologies and have access to USDB.	
2	b	pi	Need better eligibility requirements to ensure that those who are blind receive benefit of braille, O&M, etc. greater access to USBE, fewer layers of administration. Keep restricted access to those who can benefit. Need Braille standards.	
2	b	p	Need to serve kid with a range of needs. Need skills for life for progressive vision loss.	
2	b	p	Need stronger language that schools are responsible to maintain the registry of children who are vi and blind. Many not reported.	
2	b	p	My child doesn't get Braille because he sees too well. He needs it.	
2	b	p	Students must be physically and mentally able to receive instruction to be self sufficient and productive members of society.	
5	usdb	s	Usdb ought to serve kids with sensory impairments. Discussion within usdb staff as to whether we should serve kids with additional disabilities. He thinks they should not limit to kids that are only deaf or only blind. Should put to rest the notion of not serving others who have complicating disabilities. Have options available to serve all students who have hearing or vision loss.	
6	Usdb. b	Sreted. i	Suggest not being so inclusive of all the ideas here. Preserve present law of only serve kid who can benefit and be , but do not open up to all kids who are d, b, or db.	
			Section 7: Policies and Procedures for Placement page 8	
3	d	pi	Change "may" to "shall" so policies must be developed to provide curriculum for the diversity of students who are deaf. Like to see above gr level children services by USDB. Take access language from Calif.	
3	d	pi	My understanding is that fed law requires children to go through LEA before placed at USDB. Can a range of options for programs be presented at those meetings. Cedar City does this. Leas should rely on USDB fo resources and placement options.	

Summary of Public Comment to USDB Recommended Statute Changes 080708

5

3	d	pi	Need stronger language about these policies and procedures. Eg USDB/jms have cut off scores on statewide tests if kid below 85 can be at JMS if above, not. Could everyone have an option	
3	d	pi	LRE-mainstreaming is a goal, but it doesn't say anything about what the federal law [what federal law] says about direct communication with teachers or peers. Put that in statute.	
3	db	p	Cut off scores not good. Cannot tell if hearing or vision will go down or how much or soon it might go down. Should be an IEP team decision, not a decibel loss decision.	
3	d	pi	Prefer it say 'shall' not 'may'. IEP very important say 'school and agency'	
3	d	pi	Say 'shall' not 'may'	
3	d	pi	Change 'may' to 'shall'. Law is stronger than policies that sometimes are or are not followed. Use language from deaf and blind schools in Calif.	
3	d	pi	Lre-deaf community believes that LEE (language enriched environment) is the LRE where children who are deaf can communicate directly with other children who are deaf, as well as with hearing children. LRE needs to be a team decision.	
	Usdb jms	s	Sec 7. admission policy. I actually want stronger wording, instead of "may" replace with "shall."	
wr	b	i	Continue idea of mainstreaming for students wanting to do so.	
wr	b	p.i	Only let students in if they can benefit. [includes lengthy suggested wording to this end]	
wr	DLC	s	Children with disabilities need to be in LRE.	
wr	DLC	s	USDB is a restrictive environment, not on the continuum of placement options of an LEA.	
			Section 8: Services page 8	
3	d	pi	Where are services provided by USDB as a school, be more obvious on what is expected of USDB as a school. Which services are from USDB as agency and which from school?	
3	d	pi	Expand programs so options like what they have in Calif.	
1	db	p	Ever listen to parents of db students? Alpine has bad trailers. Not enough speech services. Lack of integrated classrooms for child in preschool.	
1	d	p	My child needs ASL, lack of consistent space, substandard. Lack of deaf mentors parents to learn ASL. Look at funding. Offer parent ASL classes.	
1	D NP- Prsdt AGBil Ass/	PNre dsonn H	Important for sibs to have role model but don't jeopardize USDB for siblings \$. Grade level? Keep methodology and options, not go into detail in statute-be vague so child can have best methodology for him. got pushed out. Make sure there are options. Need deaf mentors.	
1	d	p	Lack of adequate facilities. Lack of SLPs. No summer programs. USDB incompetence. Students leave area to find better school. Lack of hearing peers in preschool. Journeys to Hear Foundation	
1	d	p	IEP weapon to mask inadequate services given. Staff determined not possible. People find a way to meet requirements [of IDEA?] and still don't give enough services.	
1	d	p	Son is bright needs interpreter/aide & mentor. Funding issue. Who pays for interpreter? Has been in USDB elementary-going to district. Why can't \$ go with him for needed services?	
1	b	p	USIMAX lack of capacity for typewell. Kid need more access through technology in high school. Inadequate facilities.	
1	d	p	Cochlear implant. Is there a certain # of SLPs for a certain # of students. 2x/month-have to take child to outside SLP. Need speech earlier.	
1	d	p	Couldn't get rid of signing deaf mentor. Should be deaf mentors for oral too. Conflict of interest in IEP meeting cannot trust team, begin filtered by funding issues. How do I find out all options? Services out of statute-parents need to know what is in Rules.	
1	d	p	Child with interpreter still needs teacher for ASL to help increase vocabulary in ASL to access interpreter.	
1	d	p	Good PIP. Need education for parents about when to start learning ASL.	
1	d	p	Children need to have services. Informed clinical opinion. Who in state can give this opinion. Rule? How speed this process up. If parent raises \$10,000 it would be taken from USDB budget because parents can't be involved. Being able to pay for services-SLP, etc. child on van 1 hour, too long. Irony that USDB doesn't listen.	
1	d	p	Need captioning services—peer note takers are not enough. More access to program.	
1	d	p	Interpreters and speech therapists leave state for better money	
2	d	p	Diverse services need funding spelled out. See also sec 9.	
2	b	p	Expand curriculum for b/vi needs & evaluate child on these. Need something about short or long term placements [in USDB?]. need qualified person to do assessments. LEA receive	

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6

			no benefit by having USDB person at IEP, they can write IEPs.	
2	b	p	Braille standards should go in Rules, not statute. Nemeth code. Set goals for each student.	
2	b	p	Need to articulate Braille standards.	
2	b	p	Children in preschool need pre-braille.	
2	b	p	Braille standards should be in state code with core.	
2	b	p	Teach children Braille early.	
2	usdb	S rtd	Inconsistent services to children. Many [LEA] people on iep team don't know children' needs. Need different methods since causes of vi are different.	
2	b	p	Need Braille standards.	
2	b	p	Need Braille standards. (repeat)	
2	b	p	Educ services should be continuous. Itinerant teachers should be involved across time, including transition.	
2	b	p	Need curriculum for vi/b.	
wr	b	p	Need Braille and math curriculum for vi/b children.	
2	b	i	Need Braille standards and Speck JAWS and sleep shades enforced.	
2	b	p	Need Braille standards now, not wait for admin rule.	
2	b	p	Braille standards should be in statute. Should be top priority for vi b students.	
2	b	p	Need Braille in law.	
2	Usdb.b	Sr i	Also need daily living skill standards etc.	
wr	b	p	Need more and better qualified vi teachers.	
5	usdb	s	c. why does db-have more detail than vi/b and hi/d. db consult, interveners, being so specific it might leave out some services that usdb gives to db like slps, audiologist.	
5	md db	p	Also likes sec 8.1.c.4. LEA and usdb relating with each other on hiring and training communication interveners. Andrew jones mother had a usdb intervener and one summer usdb told her that they didn't think he was db any more. Since then Andrew has an intervener hired by school district (LEA is in charge of the intervener) and she loves have the intervener be from the LEA. The old usdb intervener wanted to do things off from what the teacher (LEA) tells them to do.	
6	usdb	s	Sec 8 services. C. detailed description of db services. I propose those descriptions be removed.	
6	usdb	s	Sec 8. 1.c. db kids served through both usd and usb. i-v: leave this out and put in board rule.	
6	usdb	s	Sec 8. too many additives, take 1.c.i-v out.	
6	usdb	s	Lots of the kids have more vision than hearing, or more hearing than vision. We serve them with services from both usd, and usb, but we need to be sure db kids can get both kinds of services from both schools.	
wr	db	p	Please support services for db children 0-3 years old. And expand and strengthen db services for 0-3.	
wr	b	i	Teach Braille and large print to blind students. Teach ASL to mildly hearing impaired students, along with begin able to read lips and sign inside the hands	
wr	b	i	Keep categorical service classroom sizes and trainings for being blind or deaf. O&M must be strong component. Music education, core curriculum, timekeeping clocks and screenreading skills.	
wr	b	p.i	Need accountability to both core curriculum and the Braille/literacy standards, and need Braille/literacy standards.	
wr	d	p	Need better facilities, services for cochlear implants [IFEA prohibits this], typical hearing peers in preschool classrooms, better materials, more frequent audiological testing.	
wr	usdb	s	Delete 8.a,b,c(i-iv). Don't need; limits services options. And services from both usd and usd are needed and used for students with db. Usdb having to provide training for all interveners but not having supervision over all of them would dilute effectiveness of training.	
7	b	p	USDB shall provide services to meet unique needs of blind students. Which blind students I that? Residential, served by LEAs, charter schools., etc. Need to clarify.	
7	SkyHi	s	Keep wording about intervener services, LEA or USDB.	
wr	usdb	s	8.1.x.iii if the student requires Communication Intervener services to be able to gain meaningful access to the curriculum, USDB...	
			Section 9: Fiscal Responsibilities page	
2	usdb	S	Funding issues need to be addressed. LEAs need funds for services they provide to vi/b.	

Summary of Public Comment to USDB Recommended Statute Changes 080708

7

		retd	we need more trained people to work with children.	
5	usdb	s	Do we look at the funding piece? Do we fund usdb adequately so instead of having something we can build a salary scale for paraprofessionals to differentiate pay for different levels of skills and experience. We may need more funds to pay them adequately. It needs to be looked at. Proper funding is key. If a change in funding mechanism we need enough funds to adequately fund pay for staff. Could usdb develop a salary schedule that is differentiated.	
5	usdb	s	worry that 3 years is really plenty of time we don't want to keep someone who is making no effort to get the skills they need. But I can also see that if they have been working hard.	
5	usdb	s	VH not like regular schools, funded as a line item in the budget. Due to the way the teacher compensation is set, it takes all the money out. I struggle with that too. Those working with these difficult students earn less that school districts pay. Until people realize how hard students are and how many skills are needed, we won't get legislative funding. K so many positions are tied to the state HR system of levels of positions, based on the job description. Where is flexibility for greater retention.	
5	usdb	s	CC Not limited to paras, many related service providers could earn more in public or private sector and earn more. Whether tied to WPU or whatnot, the group of students I had last year, I don't know what the WPU would have been for them. But it would have been 40 or more with the multiplicity of disabilities they bring. Every student in utah is probably underserved. But we can't more underserve our population because they have less ability to speak out about it or smaller numbers for the ballot box. We need adequate compensation and benefits.	
6	usdb	s	Sec 9. LRE. IEP team plays a critical role in meeting needs of each student. Placement should be determined by IEP team.	
wr	DLC	s	State resources need to be equitably distributed for b, d, db. And other disabilities.	
wr	DLC	s	LEAs need appropriate financial resources to offer services and supports for IDEA eligible children who are deaf, blind, or deafblind.	
wr	usdb	s	Add "budgets will be administered in a professional manner with the intent to utilize resources to maximize educational outcomes for students served by the variety of USDB programs and services."	
			Section 11: LEA Responsibilities page 10	
3	d	p	Parents need option who have hearing aids to get services, placement, even if can hear. Don't know how kid will function in a room with 20 children. Maybe children with ASL will do well.	
3	d	p	Relationship between LEA and USDB. USDB needs to be expert and treasured as a state wide resource for knowledge skills and role models information holders. Put into law USDB is the place to go.	
3	d	p	All LEAs need NASDE book on Meeting needs of deaf and HH. Training available from Hands and Voices.	
3	d	p	Parents need to know what all options are. LEAs should tell them.	
1	d	p	Please clarify where money comes from on designated LEA.	
2	d	p	Instead of USDB attending all IEPs in state, school district should have USDB go to their iep. ?	
6	usdb	s	Sec 10? IEP written statement should say written plan. [fed lang]	
			Section 12: USDB and USIMAC	
5	usdb	Srtd	VH nimac and nimas and usimac need to be stronger in the statute.	
			Section 13: USOE DB Education Specialist	
1	db	p	DB specialist cannot be employee of USDB, conflict of interest.	
5	usdb	s	Sec 13. it is so specific for db—why so much. Sec 13. 2 . db db certificate or equivalent training. The db consultants are working on the certification requirements from-Marianne Rugio at the Perkins school USOE position—redundant, since the db consultants already have the qualifications.	
5	usdb	s	State db specialist, sec 13, if we ask person to have certification that cert should be available. (it is not available in Utah at this time)	
5	md db	p	State deafblind specialist—it would be helpful if a person had the mandate and authority to sit down with me and say what we can do about my problems.	
6	usdb	s	State db specialist. Chris Timothy functions as this.	
6	Usdb.i.	sret	Take out sec 13, state db education specialist. Put in by a legislature at a certain place in time. Why not also a specialist for blind and a specialist for deaf. Take this out. Let USOE	

Summary of Public Comment to USDB Recommended Statute Changes 080708

8

			hire who they need.	
6	usdb	s	Sec 13. this was a position put in place prior to 1995, when pieces of db were all put together under usdb. Then db services were contracted out to usdb. Activities under b and c, there are more than 8 FTE db consultants who carry out this part. If 4 stays in, would like usdb be the contracted service. USDB's db program is nationally recognized. All db cons meet nat'l competencies but there is no certif. in utah for db. Program and consultants meet cec standards and other national standards.	
wr	db	p	Keep a db specialist at USOE.	
7	lea	s	State db specialist, but there is no db certificate in Utah. Does that mean if someone has an hi and a vi endorsement, that they would qualify?	
7	SkyHi	s	Keep state db specialist. Should act as liaison between LEAs and USDB. Develop the position to be an impartial person. Need checks and balances to be sure children who are db get services they need.	
wr	usdb	s	USDB's db program is nationally recognized. All db cons meet nat'l competencies but there is no certif. in utah for db. Program and consultants meet cec standards and other national standards. USOE should continue to contract with USDB for db specialists and expertise, under the supervision of USOE.	
wr	usdb	s	Modify wording to show we don't have a db endorsement or certificate in Utah.	